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ABSTRACT

The purpose of the Needs Checklist for Career Education (NCCE) is to provide a tool to help determine the needs within career education as perceived by middle and secondary school students and staff. The checklist has two forms--one for students and one for staff. Each form has three major sections with comparable items for students and staff. Section 1 is devoted to aspects of career information; Section 2 to the self; and Section 3 to the process of decision-making. The forms are designed to tap the perceptions of faculty and of students in terms of identical components within career education, thereby providing a base for comparison by career education personnel. It is hoped that the responses to the checklist will provide: a basis for discussion among staff, administrators, and/or community members; a brief needs assessment of staff and program; a basis for student initiated career-oriented activities; and a preliminary basis for teaching and/or counseling. (Author/NH)

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NEEDS CHECKLIST FOR CAREER EDUCATION

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Introduction

The purpose of the Needs Checklist for Career Education (NCCE) is to provide a tool to help determine the needs within career education as perceived 1) by students and 2) by staff. The checklist provides a means of comparing student and staff perceptions of the adequacy of program components within career education. It adds a needed dimension to the available surveys and inventories of needs assessment.

The results of the checklist suggest several applications. For example, the results may provide 1) a basis of discussion among staff, administrators and/or community members, 2) a brief needs assessment of staff and program, 3) a basis for student initiated career-oriented activities, and 4) a preliminary basis for teaching and/or counseling.

Administration

NCCE has two forms - one for students and one for staff. The student form is aimed at middle-school/secondary levels.

Each form has three major sections with comparable items for students and staff. Section I is devoted to aspects of career information, Section II to the self, and Section III to the process of decision-making. The forms are designed to tap the perceptions of faculty and of students in terms of identical components within career education thereby providing a base for comparison by career education personnel.

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A limited sample of students and staff within the middle school/ secondary levels have served as a pilot group. The time necessary to administer the checklist is approximately 10-15 minutes for either form. The student form consists of three pages and twenty-two items as does the staff form.

Each respondent needs the appropriate checklist form (staff or student) and a pencil/pen. The directions are self-explanatory although a reminder to answer all questions might be helpful.

Scoring

The checklist is scored by hand.

Step 1: Each "yes" response is rated as 5.

Each "somewhat" response is rated as 3.

Each "no" response is rated as 1.

Multiply the total "yes" responses by 5, total "somewhat" responses by 3, and total "no" responses by 1.

Step 2: Find the mean for each section by dividing the total from Step 1 by number of items and number of respondents.

Section I = 16 responses

Section II = 4 responses

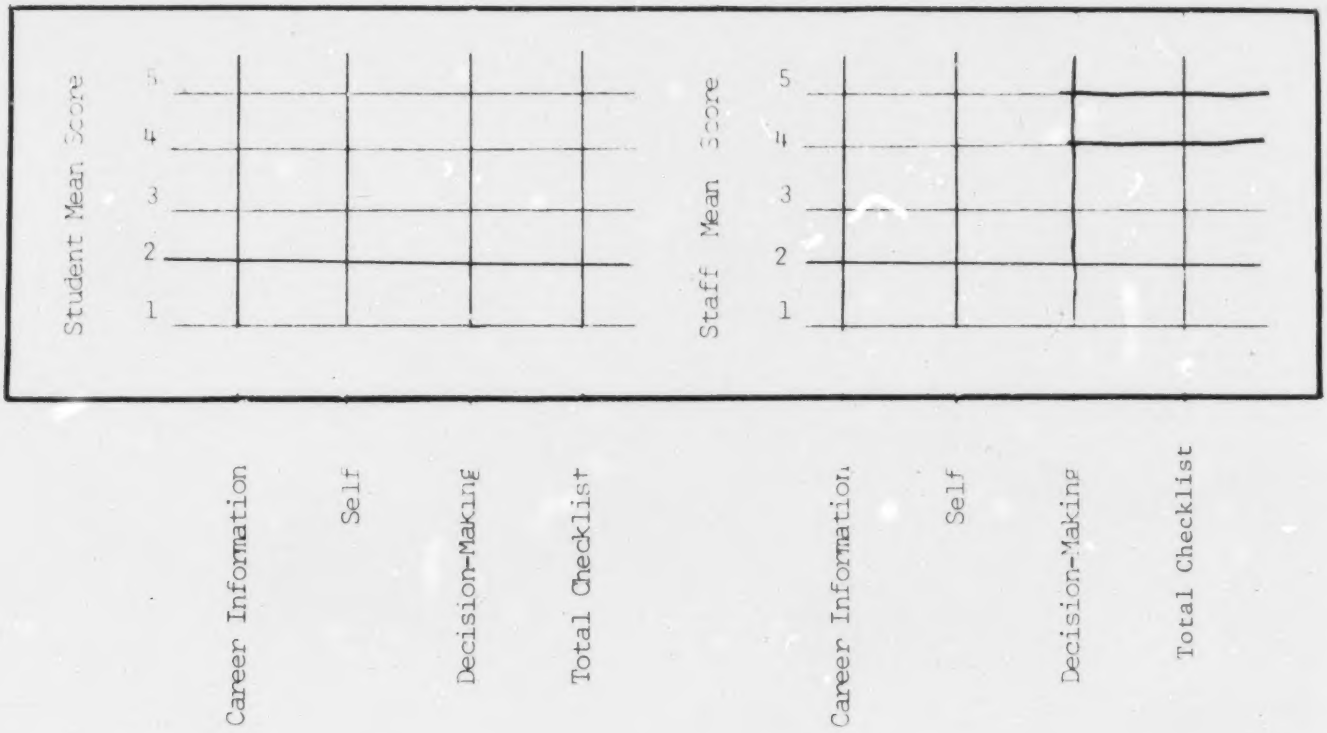
Section III = 5 responses

Step 3: Plot the section means on the profile chart.

Step 4: Obtain the total checklist score (add section means) and plot on the profile chart.

Step 5: Compare student and staff scores to determine areas of need within career education as illustrated by differences and/or similarities of perception of students and staff.

PROFILE CHART



Six of the items in Section I and II of the student form, five of the items in Section I and II of the staff form request responses (sub-items) that are not included in the mean and therefore not plotted on the profile. Section III requests open-ended explanation to the response. Feedback from piloting indicates that the insights provided by these sub-items are needed for realistic interpretation of the results.

Feedback Requested

As you utilize this tool within your career education efforts, feedback would be appreciated. Comments, reactions, usefulness, number and designation of respondents, reactions to items and copies of your results will be welcomed.

Student Form

NEEDS CHECKLIST FOR CAREER EDUCATION

Name _____

School/Assignment: _____

We are interested in finding out what you feel about the career education program in your school. After each question please check whether you feel the answer is "yes", "no", or "somewhat" in your school's program.

Section I: Career Information	Yes	No	Somewhat
1. Have you been able to learn about and/or explore careers?	____	____	____
a. If you answered "yes" or "somewhat", check the extent that your exploring has taken place:			
_____ continually as part of the school program			
_____ periodically throughout the school program			
_____ a few times as special activities			
_____ once as a special activity			
2. Have you been able to get information on many different kinds of jobs and careers at school?	____	____	____
a. If you answered "yes" or "somewhat", check the range of figures nearest the number of jobs you've explored:			
_____ 0 - 5			
_____ 6 - 12			
_____ 13 - 24			
_____ over 25			
3. Does the school have references about careers such as a file of job descriptions, pamphlets and other information?	____	____	____
4. Have these references of job descriptions, career information and pamphlets been generally helpful?	____	____	____
5. Can you use the resources whenever you want?	____	____	____
6. Have your teachers included career information within regular classes?	____	____	____

If you answered yes, which classes:

_____

	Yes	No	Somewhat
7. Have discussions with your counselor been helpful in your thinking about jobs and your career?	_____	_____	_____
8. Has there been a chance to talk about jobs or careers with your friends in a group during school?	_____	_____	_____
a. If you answered "yes" or "somewhat", have these talks been:			
_____ informal (student initiated)			
_____ formal (faculty initiated)			
9. Have you seen films or other audio-visual materials that have been helpful to you in your thinking about jobs and careers?	_____	_____	_____
a. If you answered "yes" or "somewhat", check the range of figures nearest the number of audio-visual materials you've seen or heard:			
_____ 0 - 2			
_____ 3 - 7			
_____ 8 - 15			
_____ over 15			
10. Do you have particular interest in some career(s)?	_____	_____	_____
11. If you answered "yes" or "somewhat" to #10, do you have information about its:			
working conditions	_____	_____	_____
salary	_____	_____	_____
training and/or preparation	_____	_____	_____
rewards	_____	_____	_____
future	_____	_____	_____
12. Do you feel that you have adequate opportunity in school to explore careers?	_____	_____	_____

	Yes	No	Somewhat

Section II: Self

1. Have you thought about what you would like to do and what you would be able to do in terms of jobs and a career? _____ _____ _____

2. In school have you talked about and/or explored your values or what you feel is important or less important? _____ _____ _____

3. Have some parts of school helped you to consider your future goals and what you hope you'll be able to do as a career someday? _____ _____ _____

4. Has school helped you become aware of what is important to you in a job or career? _____ _____ _____

5. If you answered "yes" or "somewhat" to questions 1, 2, 3 or 4 under SELF, on how many school experiences are you basing your answers:

_____ 0 - 2 _____ 7 - 14

_____ 3 - 6 _____ 15 and over

Section III: Decision-Making

1. Have you been given an opportunity to learn about the process of making decisions? Explain: _____ _____ _____ _____

_____

2. If you wanted part-time work and were offered two jobs, do you think you'd know how to make the best choice? Explain on what you'd base your choice: _____ _____ _____ _____

_____

3. Have you been given the chance to take part in career planning activities? Explain these opportunities: _____ _____ _____ _____

_____

4. Do you feel able to use information about yourself and about jobs in making educational decision for next year? Why or why not: _____ _____ _____

_____

_____

5. Do you have the opportunity to practice decision-making in school? Explain these opportunities: _____ _____ _____ _____

_____

_____

Staff Form

NEEDS CHECKLIST FOR CAREER EDUCATION

Name_____
School/Assignment:_____

We are interested in determining the career education effort within your school program. In terms of your perceptions and efforts, please check the appropriate response.

Section I: Career Information	Yes	No	Somewhat
1. Does your school program provide opportunity for students to explore careers?	_____	_____	_____
a. If you answered "yes" or "somewhat", check the extent of your career-oriented activities:			
_____ continually as part of classes and program			
_____ periodically throughout classes and program			
_____ a few times as special activities within classes and program			
_____ once as a special activity			
2. Is comprehensive information available to students for a wide variety of jobs and careers?	_____	_____	_____
3. Does the school maintain an up-to-date and accurate file of job descriptions, pamphlets and information?	_____	_____	_____
4. Do you perceive that the students find these references helpful?	_____	_____	_____
5. Do the students have ready access to the file and career information?	_____	_____	_____
6. Do you as a teacher include career information within your classes on a regular basis?	_____	_____	_____
What do you teach? _____			
7. Are discussions with counselors found helpful by students in their exploration of careers?	_____	_____	_____
8. Do students have an opportunity to talk about jobs or careers within peer groups?	_____	_____	_____
a. If you answered "yes" or "somewhat", are these groups:			
_____ student initiated _____ staff initiated			

	Yes	No	Somewhat
9. Do you utilize films or other audio-visual materials that are potentially helpful to students as they explore careers?	_____	_____	_____

a. If you answered "yes" or "somewhat", check the range nearest the number of A-V materials you've utilized:

_____ 0 - 2 _____ 8 - 15

_____ 3 - 7 _____ over 15

10. Do students generally show an interest in particular jobs or careers?	_____	_____	_____
11. In those careers in which they are interested are students aware of:			
working conditions	_____	_____	_____
salary	_____	_____	_____
training and/or preparation	_____	_____	_____
rewards	_____	_____	_____
future	_____	_____	_____
12. Do you feel that adequate opportunity is given to career-oriented activities within your school program?	_____	_____	_____

Section II: Self

1. Do students have the opportunity to gain an understanding of their interests and abilities relative to a career within the school program?	_____	_____	_____
2. Do students have the opportunity within the school program to explore their values?	_____	_____	_____
3. Do students have the opportunity within the school program to consider future goals in terms of a career?	_____	_____	_____
4. Do students have the opportunity to become aware of what is important to them within a career?	_____	_____	_____

5. If you replied "yes" or "somewhat" to the above SELF questions, do you perceive these opportunities within the school program to be:

_____ more than adequate _____ less than adequate

_____ adequate _____ inadequate

Section III: Decision-Making	Yes	No	Somewhat
1. Do students have the opportunity to understand the process of making decisions? Explain:	____	____	____
2. If students desiring part-time work were offered two jobs, do you perceive that the majority could make the best choice? Explain:	____	____	____
3. Do students have the opportunity to participate in career planning activities as part of the school program? Explain:	____	____	____
4. Are students able to use their self-awareness and career awareness in making current educational decisions? Explain:	____	____	____
5. Do students have the opportunity to practice decision-making in the school? Explain:	____	____	____